

# Community Impact

Learners and teachers actively contribute to their community's vitality using inquiry, design thinking, and project-based learning. The school helps the community to be more ecologically resilient, economically vibrant, and culturally inclusive.

## Example

### A Play Space for Students, by Students Grades 3-5

Third through fifth grade students at Mountain River School in Vermont were tasked with designing an outdoor play space for Pre K - 2 students drawing on natural materials. Students began by learning about the task, brainstorming, designing structures and refining them several times. They presented their ideas to educators and finally came together as a class with a final design proposal. After coming up with a design, they presented it to their younger peers to get feedback. They also began the process of ordering supplies and building the new play space as a class.





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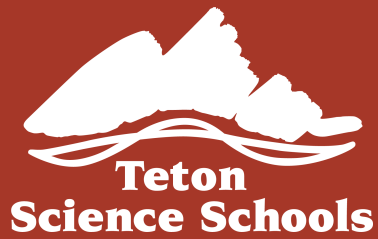
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### The Blazers' Blessing Project Grades 3-5



After investigating the global impact of food scarcity, a discussion was had within the classroom as to how and why some of our local community members face the same challenges. The students decided that they could help assist these families by building "blessing boxes" to place around town. The boxes would contain donated non-perishable food items, hygiene items, and basic living supplies and would be stocked by local donors, churches, and community members. This project is an on-going interdisciplinary project that truly involves the entire community and is designed completed by the students through the design-thinking process..



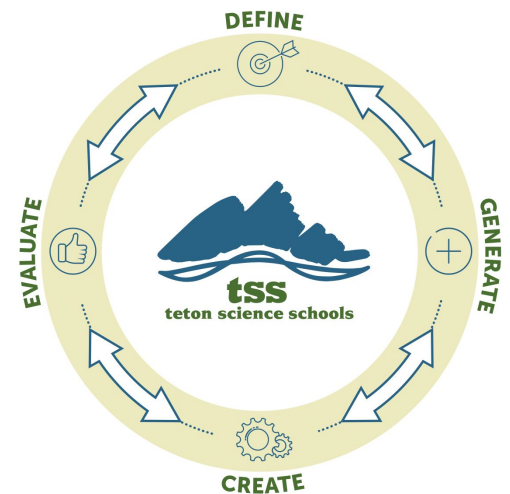
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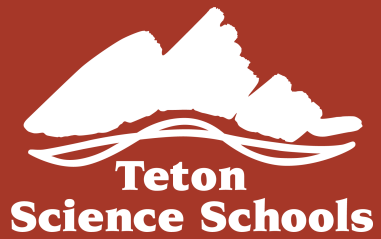
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## Example

### Blog for Newcomers: "An Adventure in Monmouth" Grades 6-12

The students at Central Intermediate School in Monmouth, IL decided to create a blog in Spanish highlighting the many things to do in their community in order to be inclusive of newcomers. The students asked what the problem was, imagined a potential solution, and then planned and implemented their idea to create an inclusive and welcoming blog. The students incorporated math, social science, research, and writing skills to create the online blog for new families. Through their school curriculum, they developed a resource to support and welcome Spanish speaking families within their community.





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### Koshkonong Solar Project Grades 9-12

Our state's largest renewable energy plant is proposed to be built on over 2,400 acres surrounding our small village of 1,332 people. A student proposed this project as a way to learn more about the possible impacts of the solar farm, evaluate the opposing sides, and develop his own environmental and community impact statements. The student began the project in favor of solar and renewable energy. While still heavily in favor of renewable energy, the student developed great concern about the misuse of tax loopholes (tax breaks meant for struggling farmers), the solar panels "landlocking" our village and local farmers not being able to compete for leasing land.

